

PROGRAM REVIEW: Planning and Evaluation Process

Questionnaire for INSTRUCTIONAL Programs and Areas

INTRODUCTORY QUESTIONS

1. Program Name: *Music*
2. Person(s) completing the questionnaire: *Gus Kambeitz*
3. Date of completion: *October 27, 2008*
4. What are the primary purposes of the program? Check all that apply.

<input checked="" type="checkbox"/> WVC Degrees and Certificates	<input type="checkbox"/> Occupational / Vocational Courses
<input checked="" type="checkbox"/> Transfer Courses	<input type="checkbox"/> Student Support Services
<input checked="" type="checkbox"/> WVC General Education	<input type="checkbox"/> Academic Support Services
<input checked="" type="checkbox"/> Lifelong Learning/Life Enrichment	<input type="checkbox"/> Administrative Functions
5. How does the program further the College's **mission** and **goals**? Click on URL to see mission and goals. http://westvalley.edu/mission_and_goals.html

Our enrollment numbers continue to increase significantly, especially now that we have the commercial music program (including the new recording studio/ Music technology lab) up and running. This program adds academic skills, life long learning, technology, music industry applications and multi-cultural elements to an already thriving department. In addition, the performing arts ensembles are extremely visible in the community, reaching out to students of all ages, races and religions. We offer courses that are for beginners, as well as advanced courses for more serious musicians. Many of our students transfer successfully to 4-year institutions.

DATA ELEMENTS SECTION

For college-wide data, click on:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/

For departmental data, click on your department at:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/2008-2009_Instructional_Programs/

1. Using the indicators of enrollment and demographic data from Tables I and II:

a) What trends or differences are revealed in comparing program and college data?

The college as a whole saw a 7% increase in enrollment between SP 2006 and SP 2008. Music enjoyed a 28% increase. In unduplicated head count, during the same time frame – WVC gained 4.7% while Music gained 18.61%. Again, during the same time frame WVC LOST 108% FTES while Music gained 11.27%. While the college LOST 1.8% in WSCH, Music gained 10.71%. During this time, Music did suffer a drop in WSCH/FTef - mainly due to removal of HbA's, which were foisted upon us by previous faculty and administration. The other reason for this drop is that the added studio classes tend to be smaller in nature. There is a typo in the African American numbers for our department in SP 2006. There is no way we had 310.0% African American students. As for the breakdown of ethnicity, age and gender ... we are more interested in the breakdown of Voice parts, and instrumentation, and in this arena we have been extremely successful.

b) What factors might contribute to any of these trends or differences?

The main reason for this incredible increase in numbers is largely due to our fantastic faculty, who take it upon themselves to be visible in the community, take time to go to local high schools and recruit students to our school. Our program is the MOST visible and vibrant music program at the community college level in a 30-mile radius. The other factor is that our department is PERFORMANCE oriented, as opposed to academically oriented. We get our students ready to perform in public. We provide 'real-world' education on a daily basis.

2. Using the indicators of success data from Table III:

a) What trends or differences are revealed in comparing program and college data and, if available, in comparing distance education versus face-to-face courses?

b) What factors might contribute to any of these trends or differences?

Our success rate has dropped by 1.0%, while the college success rate has actually increased 7.5%. YET, in a stunning turn of events – our RETENTION has increased by 5.7% while the school has DROPPED by 1.3%. This seems to make no sense. No ... actually it does. Music students must take 4 semesters of Applied Music - or Private Lessons – at a cost of about \$400 a semester PER student. At 4-year schools this is included in their tuition. Here it is not. I can honestly state that if we had subsidized lessons – where the school paid adjunct faculty their regular hourly rate, our success rate would go through the roof!

As for our distance learning retention rate with respect to our 'in class' retention – all our faculty are animated and entertaining lecturers ... on line is very sterile. That being said – our online retention is still over 75% in jazz, 71% in Appreciation and over 65 % in Rock History.

3. Considering the analysis of Tables I, II and III, what conclusions do you draw that could lead to departmental actions, objectives or requests for resources?

Last year we strongly appealed for some help with lab monitors, and other infrastructure issues that would enable us to increase our success rates. Nothing happened. We begged for a solution to the Applied Music problem. Nothing happened. We need to do SO MUCH to get our department out of the 19th century, yet at every turn the college seems to ignore the numbers, the success rates and the increases in WSCH/FTE that we have brought to the school each year.

Here is where I will illustrate some serious shortcomings in our department.

Here is the bass amp our students are forced to play through:



Here are our cabinets:



Here is a photo of Timpani heads that have not been replaced in AT LEAST 7 years:



Here is an actually safety issue – exposed wiring:



Here is our broken Vibraphone motor and FRAME:



Here is our "Flintstone" Chair cart:



Due to lack of technology – we are forced to STORE things in hallways and doorways:



Yes – this is an actual OVERHEAD Projector.. ever heard of Power point?



Here is our stereo hook up for the LARGEST room in our division:



More pics:



STUDENT FACTORS SECTION

1. Based on the above analysis and on what you know of your student population, what changes or initiatives has the program implemented in the last three years to meet its students' needs?

We are offering more online classes, we continue to fuel our new commercial music program, and are using our new recording studio/music technology lab.

EXTERNAL INFLUENCES SECTION

1. What significant factors are currently affecting the program? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Accreditation Requirements | <input type="checkbox"/> College, District or State Mandates |
| <input type="checkbox"/> Advisory Boards | <input type="checkbox"/> Government Regulations |
| <input type="checkbox"/> Articulations | <input type="checkbox"/> Labor Market Demand |
| <input checked="" type="checkbox"/> Changes in Technology | <input type="checkbox"/> Transfer Institution |
| <input checked="" type="checkbox"/> Other External Factor: | - <i>Aging equipment and building and infrastructure.</i> |

The single most significant event has been the lack of funding for Applied Music – which involves individualized instruction in voice or on a specific instrument. This is an integral step in collegiate music education, so important that the Music Association of California Community Colleges has stated that “any college not offering Applied Music should not be allowed to give an AA degree”. We do offer the course, but entirely at the students own expense. This expense that reach upwards of \$400 to \$600 a semester. In previous years we received some funding from the school, but recently that funding was eliminated. The immediate effect is a reduction of students taking this class. Our Music Major numbers have increased, but the cost of this program has put many students seriously behind in their educational endeavors. (a BA/BM requires 8 semesters of applied music) Our department continues to come up with creative ways to ease this financial burden for our students, but the administration has yet to decide upon a course of action.

As our enrollment and course offerings continue to increase (5 new courses in 2 years, additional sections, more online offerings), especially in the Commercial Music Program, we are in need of an additional FTE in Commercial Music, as well as a 50% classified lab tech.

2. How might these influences form the basis for an action, objective, or request for resources?

We need new stuff – period the end. We are teaching students with 30 – 50 year old technology. I can NOT show a video in the band room with out going to the AV department, and checking out a TON of stuff ... (there is also no CD player .. not that musicians need to actually LISTEN to music) internet is NOT available in our major classrooms – which directly affects our day to day teaching. The whole revolution of the past 5-7 years is not hardware or software – but accessibility.. and we have none. We can NOT use YouTube, Gmusictheory.com as teaching tools. We can only use lap – top power- point in 1 class room in our building!!

CURRICULUM SECTION

1. Based on your program’s curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We are planning a completely new look for our theory program beginning in FA 2009 where all sections will meet 4 days a week. We are still tweaking our ensemble meeting times to allow for students to take advantage of the music studio and recording classes, which continue to remain popular. Each semester our department makes schedule adjustments to better serve our customers!

For departmental data, click on your department at:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/2008-2009_Instructional_Programs/

2. Considering the data about SLOs in Table IV, please respond to the following:
- a) List any additional courses that have:
 - i. Approved SLOs
 - ii. Designated assignments
 - iii. Measurement tool
 - iv. Compiled data
 - v. Analyzed data
 - b) Explain any relevant findings for specific courses that have been derived from the SLO process.
 - c) What changes in specific courses have been planned or implemented based on the above findings.

Our SLO track record is less than acceptable. We have the first 2 sections of SLO's covered in virtually every class, but our higher level accountability is lacking. Music is predominantly a "portfolio" type art, and public performance accounts for much of our SLO activity.

SUMMARY AND CONCLUSION SECTION

1. What general conclusions do you draw about your program's strengths and challenges?

Music is the most visible department on campus. We have been one of the top three departments with regard to WSCH/FTE since 2004. Our faculty is incredible. We just hired a replacement for our staff accompanist ... who has a DMA from Indiana University. Our performances are easily on par with any 4-year school in California. We continue to add classes, programs, and other community based courses and experiences. Each semester we take an aggressive stance on shifting resources to our student population.

Our biggest challenge is that all of our Recording Arts students need lab and studio time, which at this point is unavailable to them because we lack a studio/lab monitor. If we had this position, we could easily LOAD these hours to MORE than compensate for the cost of this position.

Our second biggest challenge is the funding of Applied lessons – but seriously – this has been an issue for 4-5 years, and with no solution forthcoming, and the economic outlook for the near future looking grim, and the fact that management has never adequately addressed, this issue will again be overlooked.

Lastly, our infrastructure is in dire shape. Our annual budget is less than many high schools. We do not own an oboe, a bassoon, a piccolo, or a cello. We have minimal drum sets, we need new timpani heads, and amplifiers that are older than even our non- traditional students. We are falling behind in music purchases due to budget limitations. We have multiple concerts on campus that could generate income, but nobody on the faculty, staff, or management (with notable exceptions), or board members bothers to purchase tickets ...

ACTIONS AND OBJECTIVES SECTION

1. Based on your analyses and findings in the previous sections, what are the program's intended actions or objectives for the next three years?

Our intended actions over the next three years is three fold:

- 1) to increase the studio time that students can have access to*
- 2) to continue to adjust our schedule to maximize WSCH/FTE*
- 3) to fight for the necessary tools to do our job more effectively!*

2. Of these stated actions or objectives, which ones will be initiated and/or completed by the end of Fall 2009, given adequate resources?

None of these objectives will be completed with out support from the district, the college, and the administration. We will be exactly where we are now – and where we have been for the past 4 years.

3. Which actions or objectives identified in the previous Program Reviews were initiated and/or completed.

Due to funding - we have not completed any of our 2007 goals.

2008 – 2009 RESOURCE REQUESTS

1. Briefly describe **new or additional** resources required to accomplish the stated actions and objectives?

Please complete the following table:

Full-time faculty FTE (Full Time Equivalent): *We need 1 fulltime studio arts instructor*

Associate faculty FTE (Full Time Equivalent): *We need to open our piano pool and our studio arts pool.*

Classified Staff FTE (Full Time Equivalent): *We desperately need a lab tech to allow more studio and midi studio time – in addition to lab time for theory student. We will GLADLY go through curriculum to add additional HbA's to classes once we have a lab tech in place.*

Classified Hourly (in dollars): *We need an hourly person to do live sound at all concerts.*

Administrative Staff FTE (Full Time Equivalent): *N/A*

Facilities and Room Furnishings: *where to start This is an entirely different discussion. Here it is in a nutshell – we have no boiler in our building for HEEEEEEEEAAAAAAAAAT! My office is routinely 61 degrees – our students wear jackets in class ...*

Equipment, Hardware and Software (with estimated total cost): *I can not even begin to list what we need in this small space – see our grant application that was denied due to HbA fines last Spring.*

Supplies (with estimated total cost): *We need additional advertisement budget, and duplicating budget. We need to be able to purchase more music - but we are restricted by our miniscule budget.*

Staff Development (with estimated total cost): *We are fine here.*

Other (with estimated total cost): *None*